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ABSTRACT

There are two emphases of the UNESCO program to promote the advancement of women within the reporting period 1972-1973. They are (1) to involve member states closely in UNESCO activities and (2) to focus on the equality of educational opportunity. Activities include: (1) a report on a five country research program concerning the relationship between educational training opportunities and employment for women; (2) various experimental projects; (3) fellowships for the training of women; (4) activities carried out in the areas of human rights, literacy, adult education, teacher training, rural development, technical and vocational training, science/nutrition/family education, population education, mass media, information, UNRWA/UNESCO, UNICEF/UNESCO, and funds-in-trust; (5) collaborations with nongovernmental organizations listed in an annex; and (6) four conferences dealing with the interests of women. Future trends for the program include continuing involvement of member nations, integration of program concerns throughout the whole United Nations system, and defining a program approach within the UNESCO secretariat. A bibliography of UNESCO publications on women, 1972-73, and a statement of the UNICEF Assistance to Equal Educational Opportunities for Girls and Women are included in the annexes. (JH)

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ACTIVITIES OF THE SPECIALIZED AGENCIES TO PROMOTE THE ADVANCEMENT OF WOMEN

Study on UNESCO activities of special interest to women

Note by the Secretary-General. The Secretary-General transmits to the Commission on the Status of Women the attached report, which has been prepared by the United Nations Educational, Scientific and Cultural Organization in accordance with Economic and Social Council resolution 154 F (VII) adopted on 23 August 1948, and with the decisions of the Commission on the Status of Women, the most recent resolutions being 6 (XXIII) and 12 (XXIV).

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I. INTRODUCTION

1. According to the latest statistics available to UNESCO[1/], during the last decade the increase of female enrolment in school throughout the world has kept pace with that of total enrolment. At the third level (Higher Education) female enrolment continues to increase faster than total enrolment. At present, 43 per cent of all persons enrolled at all levels are female, but this figure has been the same since 1960. Similarly, at the first and second levels the figures of 44 per cent and 43 per cent, respectively, of all persons enrolled being female has not changed since 1960. On the other hand, whereas in 1960 female enrolment at the third level accounted for only 34 per cent of the total, it rose to 38 per cent by 1968 and has remained at this point.

2. This picture of a halt in the increase of the proportion of female students in total enrolment, as well as at the first and second levels, is found in most of the regions. However, in North America, Europe and Latin America a point of parity has to all intents been reached. The biggest increase is found in Africa at the first level - a rise from 37 per cent to 40 per cent, and in the Arab States at the second level - from 27 per cent to 30 per cent.

3. At the third level, however, which shows the lowest female percentages, there have been increases in all regions, particularly in Europe (37 per cent to 42 per cent) which now has the highest percentage at this level, in Asia (23 per cent to 28 per cent), Africa (20 per cent to 25 per cent), and the Arab States (17 per cent to 24 per cent). However, the rise in Europe and Asia stopped in 1968.

4. Against this background UNESCO's long-term programme for the equal access of girls and women to education, science and culture started in 1965-1966 in response to a trend in Member States and to the recommendations of the United Nations Commission on the Status of Women, the United Nations General Assembly and the Economic and Social Council. The General Conference of UNESCO, at its fourteenth session (November 1966), adopted two resolutions (14 C/5 - 1.1321 and 1.1322) making equal access of girls and women to education one of the five priority areas in the education sector.

5. Activities in the fields of literacy, access to technical and scientific education, rural development, out-of-school education and co-education and teacher training have been reported in detail to the Commission over the past seven years.

6. Since the inception of this programme the movement for equality of access of girls and women to education has taken great strides in Member States and has necessitated its vigorous reorientation during the period of this report.

1/ UNESCO Office of Statistics. For detailed figures, see ED/BIE/CONFINTED.34, Ref. 1, Geneva, 1973.

7. The reorientation of the programme took the form of going beyond the equality of access of girls and women to all levels of education, and towards equality of training and employment opportunity.

8. The linking of education, training and employment for girls and women opened the way for co-operation between UNESCO and ILO in the form of a joint project for an investigation into the relationship existing between educational and employment opportunities offered to girls and women.

9. At its seventeenth session in November 1972 the General Conference of UNESCO strongly favoured and supported this reorientation through a resolution promoting new approaches to the achievement of equal access and opportunity of girls and women to all levels of education, training and employment, in all phases of life, taking due account of their role in family and society.

10. The atove resolution, which also asked for the full and creative participation of girls and women in the economic and social development of their countries, is a turning point in UNESCO's activities for the promotion of girls and women.

11. To formalize this change and reorientation the General Conference amended the title of the programme from "Equality of Access of Girls and Women to Education" to "Equality of Educational Opportunity for Girls and Women", to make sure it referred to equal opportunity for girls and women in education and not just equal access to it.

12. Another distinguishing feature of the programme during the reporting period has been an attempt to involve Member States more closely in its activities, through increased contacts at the official and private level, and through UNESCO National Commissions in some Member States such as Argentina, Sierra Leone, Ivory Coast, Sri Lanka, and Lebanon, who under contract with UNESCO are undertaking an investigation into education, training and employment; Nepal, where the National Commission will participate in the evaluation of the experimental project, and the United States of America where the National Commission is hosting and participating with UNESCO in organizing and financing collective fellowships in rural education.

13. Another facet in the reorientation of the programme was to change the granting of fellowships to individual women into collective fellowships for training courses in Member States. The collective fellowship has as one of its objectives the increasing of contacts and exchanges between leading and professional women in Member States.

II. THE RIGHT TO EDUCATION

Convention and Recommendation against Discrimination in Education

14. UNESCO activities for promoting the implementation of the Convention and Recommendation against Discrimination in Education, adopted by the General Conference in 1960, were continued in 1971-1972. The aim of these instruments is not only the elimination of discrimination but also the adoption of measures to promote equal opportunities and equal treatment with regard to education. They are thus based on two fundamental human rights principles which are of great importance in the efforts to ensure equal access of girls and women to education.

15. As at 1 May 1973, 60 States[1/] had deposited instruments of ratification or acceptance of the Convention. This represents an increase of nine ratifications or acceptances since 31 December 1968. As at 1 May 1973 also, 21 States [2/] had deposited instruments of ratification or acceptance of the Protocol instituting a conciliation and good offices Commission to be responsible for seeking the settlement of any disputes which may arise between States parties to the Convention against Discrimination in Education.

16. At its most recent session (1972) the General Conference studied the second report of the Committee on conventions and recommendations in education. This report analyses 41 reports transmitted to the secretariat of UNESCO by Member States on the implementation of the Convention and Recommendation. In addition to the summaries of these reports the document contains general observations and conclusions formulated by the Committee on the basis of the information provided in the reports. Since the questionnaire used for this second consultation of Member States did not contain a specific section referring to equal opportunity in education for both sexes, there was hardly any information referring specifically to the educational situation of girls and women provided in the reports. A great number of countries, however, admitted the persistence of unequal opportunities for access to education of rural population groups. Nevertheless two States indicated

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1/ Albania, Algeria, Argentina, Australia, Brazil, Bulgaria, Byelorussian Soviet Socialist Republic, Central African Republic, Chile, China, Costa Rica, Cuba, Cyprus, Czechoslovakia, Dahomey, Denmark, Egypt, Finland, France, Federal Republic of Germany, Guinea, Hungary, Indonesia, Iran, Israel, Italy, Kuwait, Lebanon, Liberia, Libyan Arab Republic, Luxembourg, Madagascar, Malta, Mauritius, Mongolia, Morocco, Netherlands, New Zealand, Niger, Nigeria, Norway, Panama, Peru, Philippines, Poland, Romania, Senegal, Sierra Leone, Spain, Swaziland, Sweden, Tunisia, Uganda, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, Venezuela, Republic of Viet-Nam, Yugoslavia.

2/ Argentina, Costa Rica, Cyprus, Denmark, France, Federal Republic of Germany, Israel, Italy, Libyan Arab Republic, Madagascar, Malta, Morocco, Netherlands, Niger, Norway, Panama, Philippines, Senegal, Uganda, United Kingdom of Great Britain and Northern Ireland, Republic of Viet-Nam.

that the same teachers are often employed in separate schools for the two sexes which allows either to alleviate certain local difficulties in finding specialized teachers for girls' schools, or to provide education of the same standard in schools for both sexes. As regards access of girls and women to the teaching profession, those States which replied to this question indicated that the conditions are equal for both sexes. Two States reported that only women are trained as teachers for infant schools or as teachers of subjects normally taught only to girls.

International Recommendation concerning the Status of Teachers

17. The Recommendation, the text of which was jointly prepared by ILO and UNESCO, was adopted in October 1966 by a special intergovernmental conference convened by UNESCO. The Recommendation consists of provisions referring to the professional, economic and social status of the teaching profession.

18. Pursuant to the decisions taken by the competent bodies of ILO and UNESCO, the reports of Member States on the implementation of the Recommendation will be examined in the Spring of 1976. To this end a questionnaire drawn up in consultation with a joint ILO/UNESCO committee will be dispatched to Member States in 1974. This questionnaire will contain a section on the living and working conditions of women teachers.

III. STUDIES AND RESEARCH

The Relationship between Educational and Training Opportunities and Opportunities of Employment open to Women: Five Country Studies

Introduction

19. The General Conference of UNESCO at its seventeenth session adopted resolution 1.142 (c) authorizing the Director-General to promote new approaches for the achievement of equal access of girls and women to, and equal opportunity at, all levels of education, training and employment. In accordance with this resolution UNESCO, in close co-operation with ILO, has undertaken an investigation into the relationship between education and training opportunities open to girls and women and their employment. It is being carried out in five countries: one in Latin America, one in Asia, one in the Arab States and two in Africa (one francophone and one anglophone). The purpose of this investigation is to assist the five countries in defining strategies and policies concerning girls and women's education, training and employment, and to increase employment opportunities available to them by facilitating their access to preliminary technical and vocational education and training. The character of the investigation is illustrated by the scope of the problem, the procedure followed and the guidelines for research provided for participating countries.

Scope of the problem

20. This series of investigations has been motivated by the recognition of the numerous barriers still preventing real equality of opportunity for girls and women in education, training and employment. Although in recent years many countries have taken measures to improve the situation, the scope of the problem remains very broad indeed and greater efforts are required.

21. In virtually all countries equality of access of both sexes to education is written into law. Yet statistics show that in practice progress has been quite slow. Some progress has been made in primary education, but the situation in secondary education is disquieting: during the last 20 years the percentage of girls enrolled in secondary education in Africa has risen only by 1 per cent, and only 3 per cent in the Arab States; whereas in Asia it has remained stationary with girls forming 35 per cent of total secondary enrolment. In Latin America, however, some progress has been made in that girls now constitute 48 per cent of the secondary enrolment total. This lag in secondary education in the Arab States, Africa and Asia is all the more serious in that it is at this level that young people begin to prepare for future careers. The problem is then not only to create equal opportunities for girls and women in general education but also in education and training programmes which prepare them for skilled employment.

22. Obviously, even if expanded educational and training opportunities for girls and women exist, the conditions must be created whereby girls are (1) encouraged to follow such programmes, and (2) that these programmes lead to good employment prospects. These conditions broaden even further the scope of the problem.

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Education and training in relation to employment

23. The problems of girls and women's education and training, on the one hand, and of their employment on the other are closely interrelated as the one is dependent on the other and the barriers to equality of opportunity in the two areas are fundamentally the same. The absence of technical and vocational education to which girls have access leads to an increase in the number of women without occupational skills. Furthermore, such an absence impedes the balanced development of society, for discrimination in education and employment perpetuates social segregation. By training women for worth-while positions, especially in the middle technical and professional levels, the general educational and skill level of the population will be raised. Furthermore, the expansion of employment opportunities for women would contribute to reducing the rate of population growth, for it would seem that women employed outside the home tend to have fewer children than those remaining in traditional roles. Although virtually all countries are faced with these problems, they are often of greater magnitude in developing countries where the vast majority of women retain their traditional roles and status and general attitudes impede change.

24. The basic questions requiring study are then: how can girls and women be encouraged to acquire qualifications when experience shows that years of study and training will be wasted since they will not be able to find employment, or at least not in the sectors for which they have prepared? On the other hand, if new occupational horizons are opening up for women, how can these new prospects be reflected in the education and training facilities available to them? And lastly, but fundamentally, how can policy be directed to removing the barriers; both legal and above all cultural, to the advancement of women in terms of their education and employment opportunities?

Investigation of the problem. Participants and procedure

Participants

25. Concerned by this problem and fully aware of its broad scope and complex nature, UNESCO has undertaken an investigation in the form of country studies. Twenty-five countries indicated their willingness to undertake the investigation: Africa (11), Latin America (5), Asia (4) and Arab States (5). The choice was finally limited to five countries - Argentina, Ivory Coast, Lebanon, Sierra Leone and the Republic of Sri Lanka on the basis of their desire to participate, their geographic location, and the light their cases could bring to bear on the problem of women's education, training and employment in the regions they represent and in general.

Role of the National Commissions

26. In order to associate each country closely with the investigation and believing that by this the best research results would be obtained, the UNESCO National Commission in each country, under contract to UNESCO, has taken the

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responsibility for its own country study. Given the breadth of the study and the diversity of interest, all or part of the research has been subcontracted to such persons and institutions as universities, technical institutions, economics and education specialists etc., and is to be conducted by these in co-operation with interested ministries. One member of each National Commission has been appointed to co-ordinate the research and to liaise with UNESCO, as well as to be responsible for the drafting of the country study. The National Commission will approve the final draft of the particular country study which will be submitted to UNESCO in November 1973, the period of the research which was originally set at six months having been extended a further three months.

Role of UNESCO

27. UNESCO's role, in addition to the organization of the investigation as a whole, has been above all one of guidance and counselling. A series of guidelines for research were prepared jointly by UNESCO and ILO which the five countries were requested to follow so that the research results would correspond to the objectives of the investigation as a whole, and that the five country studies would, themselves, be comparable to allow an over-all view of the present status of women in terms of education, training and employment. Furthermore, both UNESCO and ILO experts in the countries involved were available to co-operate in the research when needed. Prior to writing this report four of the selected countries were visited and the fifth will be visited in August. The visit to the countries showed that the investigation has provoked great interest in many sectors concerning the promotion of women and the strategies of training and employment. There is wide participation by officials from various ministries, university professors, research workers, non-governmental organizations and trades unions.

Planned follow-up

28. A comparative report drawn from the five national studies will be drafted and submitted to the next session of the United Nations Commission on the Status of Women.

29. When the five reports of research results are completed and submitted, UNESCO in collaboration with ILO proposes to call an advisory committee of experts to study them. On the basis of this examination the committee will formulate recommendations. The reports, with recommendations, will then be formally submitted to the five governments in 1974. The governments may then wish to implement the recommendations appertaining to national policies by establishing the necessary educational and training facilities through national resources and/or by international assistance.

Guidelines for research 1/

30. The guidelines for research provided for the five country studies indicate the approach to be taken and the major aspects of the problem of women's education, training and employment studied. In order that the reports be comparable, the guidelines first define the target groups to be studied: girls in the post-primary

1/ Annex III.

group, 15-19 for secondary education, and 20-24 for higher education, as well as the female labour force as a whole. Furthermore, a general glossary of terms in current use in UNESCO and ILO was attached, as well as an educational structure model which each country was asked to compare with their own educational structure.

31. Six general areas of research are delineated. First a general context is established in order to situate the problem of access of girls and women to education and training facilities and to employment. This context includes the status of women and the attitudes of society toward their education, their employment outside the home, and the legal or customary barriers to the employment of married women. The second two areas comprise technical and vocational education facilities available to girls and women within the education system and training facilities outside the system. In each of these areas the studies will discuss the types and levels of facilities available to girls and women, the degree of achievement (how many successfully complete programmes, etc.) and the barriers now existing preventing free access of girls and women to these educational and training facilities. In the area concerning facilities within the school system educational and vocational guidance for women will be considered, and in the area concerning facilities outside the educational system recruitment patterns will be covered.

32. The fourth area of research concerns employment opportunities for women. In this area an analysis of the occupational groups and sectors of activity in which women are now employed will be undertaken.

33. The fifth area entails a comparison of the findings in the first three areas through relating current education and training opportunities for women to employment opportunities. A cross-classification will be made in so far as possible between the length and type of education and/or training, and the occupation held, and the relative position of women and men, and conclusions.

34. The sixth area of research comprises future trends and projections in so far as they may be made on the basis of information collected and analysed. Future trends concerning education and training and employment, as well as general policy trends, are to be distinguished.

35. Finally, on the basis of these results general conclusions will be drawn as to the present relation between women's education and training and the employment opportunities available to them and the projected and desirable relation. These conclusions are to be placed in the context of over-all development policies. Furthermore, conclusions will be drawn as to the obstacles to the advancement of girls and women and these will be carried further to analyse the possible means appropriate to each country by which they may be overcome. Also, those sectors of education and training where immediate action might be taken with positive results will be highlighted as well as those requiring more research or longer-range planning.

36. UNESCO submitted a request to the United Nations Fund for Population Activities for financial support for studies on the relationship between the age of marriage and equal access of girls and women to education and employment to be conducted as a parallel research to the investigation on educational and employment opportunities. The countries concerned have shown great interest in these parallel studies and are prepared to undertake them should the request for financial aid be approved.

IV. EXPERIMENTAL PROJECTS FOR EQUALITY OF EDUCATIONAL OPPORTUNITY FOR GIRLS AND WOMEN AND ASSISTANCE TO OTHER PROJECTS

UNESCO has continued its activities undertaken in previous years for the three experimental projects in Upper Volta, Chile and Nepal.

Technical education, literacy and adult education in rural areas: Experimental project in Upper Volta

37. This project, scheduled to cover a 10-year period starting in 1967, is now in its sixth year. Its main interest is in rural environment. On the one hand, it aims at collecting data on obstacles impeding full access of girls and women to education; increasing the enrolment of girls in schools, improving the curriculum mainly in technical education; and on the other, at developing literacy, civic and family education in rural areas. The project foresees the extension of the work to the whole country. The full background of this project was given in the report submitted to the Commission for 1969-1971.

38. During this reporting eight fellowships were given in the field of adult education, two in literacy and one in technical education and administration. The study programme for these fellowships was undertaken mainly in France and in similar projects in African countries (Burundi, Gabon, Mali, Senegal, Tunisia). The trainees have joined the staff of the project in the three pilot zones, Kongoussi, Banfora and Pô.

39. Several training courses were held in 1972/1973 for improving the living conditions in villages, training local staff at all levels, women village leaders, women instructors, midwives, literacy workers, and improving teaching aids. These training courses provide the opportunity for collaboration between the project and the different public and private organizations, and lay the foundation for functional literacy.

40. The participation of villagers in the construction of class-rooms, cultural centres and maternity units is an important factor. Collective fields have been cultivated by women and the harvest used for the benefit of the whole village - buying of seeds and equipment, etc. Voluntary workers from Upper Volta continue to constitute a human investment in this project.

41. The gift coupon scheme continued its assistance to the project by providing financial assistance for the digging of wells for the villages, buying mills, carts for transporting wood, and mobylettes to the amount of $US 29,675 for 1971/1972.

42. Plans for the future reorientation of the project are under way, aiming at young girls in schools and adult women in rural zones. There will be emphasis on the complementary roles of men and women, as men who do not benefit from these

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educational programmes cannot easily understand their wives participating in such training.

43. Since the start of this project the Government has continued to contribute materially and financially.

Technical education. Experimental project in Chile

44. Assistance to this project begun in 1969 and foreseen for six years has continued. The principal aims are the access of girls to technical and technological education and professions, and the transformation of so-called "women's" education (homecrafts, hairdressing, dressmaking) into a fuller education to prepare students for modern careers and to enable them to find employment.

45. During this reporting period UNESCO has advised and assisted the Government in reforming technical education, developing new methods of in-service training, providing fellowships, and helping in the creation of a unit for producing teaching materials.

46. An agreement was signed between the Ministry of Education and CORFO (State Organization for the Planning and Coordination of Industry) with the objective of creating new studies in industrial research (design) and training middle-level technicians (draughtsmen, planners). This agreement helps to promote technicians, but further co-ordination of technical education with the development plan is needed.

47. The first phase of the project, 1969-1971, consisted of planning the education programmes and training necessary staff. In 1972 efforts were concentrated mainly on co-ordination between technical education and industrial needs.

48. Very close relations already exist between the project and the Ministries of Education and Labour who prepare projects for permanent education for women, the creation of their careers and improvement of their working conditions. UNESCO's assistance has consisted mainly of the services of experts, fellowships and equipment.

49. The gift coupon scheme assisted in buying equipment for the laboratory to the amount of $US 3,500.

50. The Government plans to extend the project to various schools in the coming years, and also to extend the new programme to technical schools which have a high proportion of girls.

51. It is hoped that the results and experience acquired in this project will be used in neighbouring Latin American countries. A regional training course with this objective will be held in Chile in 1974 (see paragraph 77).

Primary teacher training in rural areas. Experimental project in Nepal

52. This project with its centre in Pokhara, Gandaki zone began in 1970 and is

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Planned for a period of six years with a UNESCO expert acting as Chief Adviser. The project has continued to move towards its main objectives -

(i) to increase enrolment of girls in primary schools;

(ii) to provide at a co-educational training institute maximum facilities for the training of women teachers;

(iii) to implement the programme in other parts of Nepal and to make the experience available to other countries in the region.

53. Results for the first three years show an increasing number of girls recruited for teacher training and enrolled in primary schools. During the first year 25 women teachers were trained in Pokhara, 50 in the second and 100 in the third, 50 of whom will be trained in Pokhara and 50 in Dhankuta. Thus the target for training 100 women primary school teachers per year has now been reached. The Government forsees an increase of women trainees to 150 by 1974, provided stipends and hostel rent can be found.

54. Two regional study tours to India were awarded in 1972 under the fellowship programme, and further study tours to India and two fellowships to the Philippines and the United Kingdom will be awarded in 1973.

55. A hostel for women trainees was opened in rented premises and the trainees received stipends under UNICEF assistance to the project. The next step is to provide a permanent hostel for 100 women students on the Pokhara Campus. Funds for the hostel are included in a government request for UNICEF support.

56. In co-operation with various government organizations a six-week community course for 25 women was organized covering such subjects as hygiene, nutrition, family planning, first aid, local government and village development.

57. The UNESCO Adviser to the project also co-operated in the organization of functional literacy programmes for adult women in the area.

58. Upgrading courses are run continously: (a) for trained teachers with poor academic backgrounds to give them fuller qualifications, and (b) for candidates for teacher training who cannot get the proper qualifications in their villages. Courses for primary school teachers in adult literacy instruction are also arranged.

59. Publicity is the most important means of increasing girls' enrolment. Many ethnic groups in the rural areas are eager to send their girls to school when they understand the facilities given them and that education in the new primary schools aims at improving village life.

60. Information is given during village meetings - which requires extensive travel on foot by the UNESCO Adviser - through a planned one-year radio campaign with weekly programmes. It is hoped that this will reach a large audience despite the scarcity of radios.

61. A mid-term evaluation of the project will be undertaken by the Nepalese National Commission under contract with UNESCO in 1973/1974. The evaluation foresees a follow-up of the project through refresher courses for graduates after teaching two years in a village school. It also foresees a survey, and a visit by the project personnel to all teachers in their villages.

62. The project has been extended, on the model of Pokhara, to the Dhankuta zone where girls are under recruitment to start training in August/September 1973, in accordance with the new educational plan.

Other projects

63. UNESCO continues to provide technical assistance for women's education to five other projects which receive financial support from the United Nations Development Programme in the fields of technical education in rural areas, rural education, technical and commercial education and teacher training.

Out-of-school education: Burundi

64. The expert in women's out-of-school education, who began her mission in September 1968, will continue to assist the Government in reforming elementary education and in helping the transition of home economics schools into technical schools. During the period covered by this report two counterparts have been trained.

Technical education in rural areas: Central African Republic

65. UNESCO's assistance in this field is provided through an expert. A UNESCO mission which visited the country in 1973 recommended the integration of seven UNESCO experts to be assigned to CERP (Centre de Coordination et d'Etude de la Rénovation Pédagogique). The expert's concern within this team is to assist in the elaboration of the national policy and the reform of curricula for girls within and outside the school system. Two counterparts were trained in this project.

[illegible] Iran

66. In the field of women's rural education technical assistance was provided to Iran from January 1968 to June 1972. The two experts who were appointed successively assisted the Ministry of Education and the Ministry of Agrarian Reform in the training of women rural community workers (animatrices rurales). They also contributed to the establishment of the Women's Armies of Knowledge, Health and Development. In connexion with this project a number of "Rural Houses of Culture" were opened throughout the country. A counterpart has now replaced the expert.

Technical, commercial, family and social education: Mauritania

67. Two UNESCO experts assisted the National School for Commerce and Social/Family

Education in the elaboration of curricula as well as in teaching students and training counterparts. The expert in commercial education, who joined the school in December 1972, completed his mission in April 1973. The expert in social and family education, who began her mission in January 1970, will continue until the end of 1973. Four United Nations volunteers will join the project in 1973.

Teacher training: Yemen Arab Republic

68. Assistance is provided for the training of women teachers for girls' schools, teachers of home economics and adult educators. The two experts began their missions in December 1970 and August 1972.

V. TRAINING OF WOMEN - FELLOWSHIPS

Training of women for responsible posts

69. During the reporting period, UNESCO provided fellowships for 462 women: Africa (66), Arab States (49), Asia (137), Europe (84), and Latin America (126). The percentage of fellowships awarded to women by all sectors of UNESCO in 1971/1972 was 14 per cent of the total fellowships provided. 1/

70. The fields of study were mainly training of nursery school teachers, technical education, home economics, documentation and librarianship, teacher training, psychology and psychopedagogy, biology, sociology, functional literacy, educational planning and administration, language teaching, science teaching, teaching methods and audio-visual aids.

71. The fellowships provided by the programme of equality of educational opportunity for girls and women fall within the above totals. However, as these fellowships form an essential feature of the programme some details are given below.

1/ Africa: Botswana (6), Cameroon (2), Central African Republic (1), People's Republic of the Congo (1), Ethiopia (2), Gabon (1), Ghana (7), Ivory Coast (4), Kenya (4), Liberia (4), Madagascar (7), Mali (2), Mauritania (2), Nigeria (6), Sierra Leone (6), United Republic of Tanzania (1), Togo (2), Uganda (3), Upper Volta (1), Republic of Zaire (1), Zambia (2).

Arab States: Algeria (5), Bahrain (2), Egypt (12), Iraq (4), Jordan (2), Kuwait (1), Lebanon (6), Morocco (3), Sudan (4), Tunisia (7), People's Democratic Republic of Yemen (3).

Asia: Afghanistan (9), India (6), Indonesia (4), Iran (2), Israel (7), Khmer Republic (1), Laos (3), Malaysia (2), Mongolia (15), Nepal (2), Pakistan (1), Philippines (19), Singapore (3), Sri Lanka (2), Thailand (47), Viet-Nam (2).

Europe: Albania (2), Bulgaria (9), Czechoslovakia (4), France (3), Federal Republic of Germany (1), Finland (2), Greece (1), Hungary (4), Italy (2), Malta (1), Poland (3), Romania (1), Spain (27), Turkey (5), Ukrainian Soviet Socialist Republic (1), Byelorussian Soviet Socialist Republic (2), Yugoslavia (1).

Latin America and the Caribbean: Argentina (8), Bolivia (6), Brazil (14), Chile (5), Colombia (17), Costa Rica (2), Cuba (6), Dominican Republic (2), Ecuador (5), El Salvador (4), Guatemala (3), Guyana (2), Honduras (4), Jamaica (9), Mexico (9), Nicaragua (3), Panama (9), Paraguay (8), Peru (2), Uruguay (2), Venezuela (5).

British Eastern Caribbean Group: Antigua (1), Barbados (1), St. Lucia (1), St. Vincent (1), Trinidad and Tobago (4).

72. During the period of this report, 1971-1972 and 1972-1973, the following fellowships were provided under the Regular Programme: 11 fellowships in the experimental project in Upper Volta (6 women, 5 men), and two regional fellowships for the experimental project in Nepal. During the same period 17 fellowships were given in the fields of planning and educational administration.

73. Under UNDP technical assistance 12 fellowships were given: 11 women, 1 man. The training period was for six months and they were mainly trained in the fields of adult education, technical education, literacy and teacher training.

74. The above fellowships were on a regional and international basis and were for periods varying from three to nine months.

75. In order that fellowships might have a greater impact and to facilitate exchange between women leaders, the 1973-1974 fellowships programme has been reoriented towards collective rather than individual fellowships.

76. A four-week training course for 14 women from Asian and African English-speaking countries has been organized. This will take place during 1973 in the United States and is partly financed by the United States National Commission. The course will bring together leading women workers in the field of rural development to exchange ideas and experience on rural development problems, and in particular the role of education in the rural development process. It will be carried out through lectures, discussion groups on related topics, and visits to rural development projects.

77. A four-week regional training course in technical and vocational education for women will be organized in 1974 in a Latin American Member State for 10 women from Spanish-speaking countries. This course will be linked with the experimental project in Chile.

VI. AREAS IN UNESCO ACTIVITIES CONCERNING EDUCATION OF WOMEN

Human Rights programme

78. A Human Rights Co-ordination Unit was created on 1 May 1973. Its Director, who is responsible for seeking within the fields of UNESCO's competence, solutions to problems such as racism, racial discrimination, and the erosion of human rights, which are the principal threats to peace. She will also be closely involved in the promotion of the right to education, including the right of women and girls to equal educational opportunity with men and boys.

Literacy

79. Despite world efforts to combat female illiteracy, the ratio of illiterates has remained higher for women than for men. In UNESCO, literacy activities for men and women are conceived in an integrated context. Women are encouraged to

participate in literacy courses and, not infrequently, are known to show greater interest and application.

80. Specific programmes have been carried out in some experimental work-oriented adult literacy projects (Ecuador, Ethiopia, Iran, Mali, Tanzania, Venezuela) related to health, nutrition, home economics etc.).

81. Several activities concerning women have been undertaken in ASFLC (Regional Centre for Functional Literacy in Rural Areas for the Arab States):

- a case study, in Egypt and Sudan, was prepared in order to collect background material for formulating educational activities linked with family planning programmes;

- meetings with the Governments of Tunisia and Algeria were held on the problems of women;

- training courses on the preparation of pedagogical material in relation to population problems and on the use of media to promote interest in this question;

- operational seminars have been organized in two countries of the region: on functional literacy and family planning in Tunisia, and on Arab women and national development in the Arab Republic of Egypt.

82. The jury appointed by the Director-General to award the Mohamed Reza Pahlavi and Nadeshda K. Krupskaya Prizes, awarded the 1972 Nadeshda K. Krupskaya Prize to the Education Corps of Iran for their intensive efforts in the field of literacy The Corps is comprised of young people called up for military service and voluntary girl helpers.

83. Women's non-governmental organizations play an important role in the world-wide struggle against illiteracy and work closely with UNESCO in carrying out activities to promote literacy among women.

84. In co-operation with UNESCO three regional seminars on literacy were organized in Asia, the Arab States and Africa by the International Federation of Democratic Women, Union of Catholic Women's Organizations and Associated Country Women of the World, and International Alliance of Women.

85. Financial assistance was given by UNESCO in 1971 and 1972 to the International Council of Women to facilitate the participation of two Lebanese women in training courses organized by ASFEC on out-of-school education and functional literacy.

86. A contract was made in 1972 with a branch of the Association of Girl Guides and Girl Scouts in Pakistan for the publication of booklets for new literate women.

Adult education

87. The major event in this field during the period of the report was undoubtedly the Third International Conference on Adult Education convened by UNESCO in Tokyo from 25 July to 7 August 1972. This conference devoted a great deal of attention to the place of women in society generally and to their educational needs in particular. These problems are referred to several times in the Final Report of

the Conference (document ED/MD/25), and emphasis is placed on the fact that within the categories of "forgotten people", from the educational point of view, "women and young girls are often particularly under-privileged". Consequently the Conference adopted a special recommendation (number 3) relating to "equal access to education for women", and invited Member States to give "high priority in their development plans to provide wider access of women to educational opportunities, and in particular to out-of-school education".

88. The Tokyo Conference stimulated strong interest among those concerned, and especially among international women's organizations, 10 of which participated in the work of the Conference. Two international non-governmental organizations specializing in the field of family questions were also represented.

89. Among the steps taken by UNESCO to put into effect the Tokyo Conference recommendations within the approved programme for 1973-1974, is the expansion of the project of co-operation with non-governmental organizations in the field of adult education to include a large number of women's organizations. These presented To UNESCO in 1973 eight proposals for collaboration in the execution of non-formal educational activities for women, particularly in developing countries.

Teacher training

90. The teaching profession was one of the first to be opened to women, and in many countries women still form the majority of teachers. Nevertheless in many developing countries the lack of trained women teachers is one of the major obstacles to the enrolment of girls, and in many countries women teachers lack adequate training.

91. Pre-service and in-service teacher training is still one of the main priorities of UNESCO, and although efforts have been made over the past years to increase the number of female students in teacher training colleges assisted by UNESCO/UNDP in Africa, Asia and Latin America, the proportion of women students in these colleges is still far from reaching a level of equality with men students. The number of women on the staff of these colleges and female fellowship holders is also far from adequate.

92. During this period, other than those activities mentioned in paragraphs 52-62 and 68), UNESCO/UNDP have assisted the Government of Bahrain in establishing the Higher Teacher Training College for Girls. The number of students enrolled is 125. This college will help train women teachers for secondary schools.

93. UNESCO/UNDP have assisted the Government of Qatar in the establishment of a Higher Teacher Training College for Girls. This college will start in October 1973. Ninety-five girl students will be recruited in the first year 1973-1974. It is envisaged that 493 girls will be recruited in 1977-1978.

94. Women staff members in teacher training colleges and individual experts advising ministries have established home economics on a sound basis in the Higher Teacher Training Colleges and Secondary Schools in the People's Democratic Republic

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of Yemen, in the Yemen Arab Republic, in Sudan and Libya. In most cases the subject is not just a domestic science subject, but one that has an important role to play in the development of women's education as well as in the fields of consumer education, family relations and child care and guidance, institutional management and nutrition, home nursing, housing, home management.

Rural development

95. The programmes of the Division of Education for Rural Development are increasingly concerned with the Role of women in rural development, following an important recommendation of the UNESCO/FAO/ILO World Conference on Agricultural Education and Training (Copenhagen, 1970), which reads as follows:

> "An area of special attention is that of rural girls and women. Both as agriculturists who undertake most of the food cultivation in many countries and also as mothers, their potential contribution to rural development is very great indeed. In far too many cases, this potential has neither been realized nor developed through providing access, on an equal footing with men, to agricultural education. Initial trials in the training of girls in agriculture, combined with home economics subjects, and using them in extension services and teaching have been most encouraging. A feature of this decade must certainly be to open the opportunities of technical and vocational education and training, as well as employment in rural services, to the girls and women of the countryside in order to enable them to make their full contribution, both in the home and in the community. As an investment in development, it would be difficult to think of a more important need."

96. The overall policy in agricultural educatin and training of FAO, UNESCO and ILO is formulated by the Directors-General of the three Organizations on the advice of the FAO/UNESCO/ILO Joint Advisory Committee on Agricultural Education, Science and Training and a woman is a member of this Committee. The World Conference on Agricultural Education and Training (Copenhagen, 1970) elected a woman as one of its vice-chairmen.

97. Many of the projects in agricultural education now contain important home economics elements, designed specifically for the training of women for their role in rural development. A few examples of these projects are given hereafter:

(a) Africa

Rwanda: The programme of the "Centre d'éducation rurale et artisanale" (CERAR) is geared towards vocational and family-life problems.

Zaire: A girl student from Lower Zaire is attending the third-year agricultural course of the "Institut de Bengamisa".

(b) Asia

Philippines: An outcome of the UNDP/UNESCO project in Central Luzon State

University in the Philippines is the establishment of an extension education programme to the nearby "barrios" where attention is given to women, children and adult farmer education.

In the mobile agricultural teacher training courses organized in Asia the courses give particular attention to the importance of women in rural community affairs and the need for out-of-school educational programmes for women.

(c) Arab States

The seminar on the role of educatin in rural development in Arab States scheduled to take place in November 1973 will devote one day to the aspect of women and their role in the development process.

Technical and vocational training

98. This report cannot possibly deal with all UNESCO's activities in this field, other than the projects mentioned in Chapter IV. However, the situation in technical training colleges assisted by UNESCO is not very encouraging so far as the education of girls and women is concerned.

99. In this regard it is worth mentioning the technical teacher training project in Singapore, where technical education has been introduced into forms 1 and 2 of general education and where students, regardless of sex, attend basic workshop courses in metalwork, woodwork and electricity. Half the students of such courses are girls. Amongst the teachers trained for this type of education a number of women are teaching technical subjects and technical drawing in forms 1 and 2, and also technical education in forms 3 and 4.

100. In polytechnics assisted by UNESCO in Asia, the Institute of Phu Tho, Saigon, Viet-Nam has 118 girls out of a total of 1100. The Fine Instrument Centre in Seoul, Korea had in its first phase 40 girls out of a total of 300. The Singapore polytechnic has 320 girls out of 2100 students, and the Malaysia Ipoli Polytechnic 120 girls out of 800 students.

101. In Latin America the Barquisimito Polytechnic, Venezuela and the Regional Centre for Industrial and Technical Training, Guadalajara both have approximately 20 per cent girls.

102. In five polytechnics in Africa and one in the Arab States assisted by UNESCO there are no girls at all.

103. It is very clear that equal access of girls and women to technical education will remain a priority area for many years to come.

104. In order to assist where the need is greatest and as a follow-up to the meeting of experts held in Kuwait in 1969 on the access of girls and women to technical and vocational education in Arab countries, assistance was given to Egypt for the organization of a regional course on technical and vocational education.

105. The aim of the course was to give women teachers in technical education a solid basis of further training and to inform them about the various openings in technical training for women.

106. The course was organized for four weeks in Cairo during July 1972 by a special committee set up for this purpose. Two participants from each of the 18 Arab member States of UNESCO were invited. 11 countries were represented (Bahrain, Iran, Jordan, Kuwait, Lebanon, Libya, Oman, Sudan, Tunisia, People's Democratic Republic of Yemen, Yemen Arab Republic).

107. The programme was composed of several subjects including education, planning for technical education, psychology, industrial sociology, evolution of societies as related to technological development, human development, vocational and educational guidance, audio-visual education, technical education in developing countries combined with discussion groups and visits to industrial schools, factories and training centres.

Science/Nutrition/Family education

108. The Division of Science and Technology Education promotes the advancement of women through its programme in science and technology in general and in particular through its programme in home/family, nutrition, and health education. Programmes in natural science encourage more young women to participate in science education as a prerequisite for other vocational and professional education as well as for personal use and appreciation. Programmes in home/family and food/nutrition attempt to prepare for vocational and professional training in these fields of study and specialization. However, apart from this, the programme attempts to develop the present generation of youth as competent and responsible parents of future generations. The need for all family partners to participate in home/family and food/nutrition education is emphasized. Only when all members of a family understand common tasks and responsibilities within the family will the quality of family life/participation and liberation of all potentialities of family members concerned be fulfilled.

Population education

109. In UNESCO's population education activities, women have not so far been singled out for programme emphasis. However, every effort is made to include women in educational programmes both in and out of school. Of particular importance is the involvement of women in functional literacy programmes where family planning content is inserted according to the expressed needs of the participants.

In future UNESCO contemplates studying in depth the effects which changes in attitudes towards population issues may have on the promotion of equal opportunities for the access of girls and women to education.

Mass media

110. The problem of women's education permeates the activities of the free flow of

information and book development. The use of mass media, mainly of radio and television, for the education of women is carried in the experimental project of Upper Volta through courses in the use of audio-visual aids. Two training courses during the period of this report were given in Upper Volta, with very positive results. Two women produce programmes for the project.

111. All projects utilizing radio and television for out-of-school education cater for women, in rural development projects in Peru and Senegal, introduction to science in Egypt, educational broadcasting and television in Tunis, literacy and post-literacy projects in Jamaica and Tanzania, problems of youth in Asia and Africa.

112. Encouragement to the enrolment of women which leads to intervention with governments to enrol women in courses for training in radio and television has been successful.

113. Preliminary studies have been undertaken in Trinidad and Tobago for a massive out-of-school project for women based on mass media.

Information

114. The UNESCO Chronicle referred to the advancement of women once in 1972 and three times in 1971. The UNESCO Features service, which is distributed to the media every fortnight, published a number of articles and items in the same period. These ranged over subjects closely connected to the UNESCO programme such as one on coeducation and the advancement of women and another on the experimental project for women in Nepal, to news of an inquiry in the Federal Republic of Germany into women's entry to the professions and items from Egypt, the Ivory Coast and Norway.

UNRWA/UNESCO

115. The UNRWA/UNESCO education programme, which has been in existence since 1950, makes no distinction between the educational or occupational opportunities offered to men and women, boys and girls. The programme operates schools which provide the first nine years of schooling. Pupils wishing to pursue their studies in order to complete their secondary education must either enrol in private or government institutions, except for those opting to follow vocational training courses at secondary level, where UNRWA/UNESCO facilities exist. Post-secondary vocational training and teacher training colleges are also operated by UNRWA, while a limited number of university scholarships (70 new and 385 continuing) are offered each year to the most deserving and needy students.

116. During the current school year (1972/1973), some 260,000 children were enrolled in UNRWA/UNESCO schools, nearly half of whom were girls. These schools were staffed by over 7,000 teachers, again nearly half of whom were women. These figures compare very favourably with the records of the surrounding host countries. At the upper levels of the school ladder however, the figures are less impressive quantitatively where out of 3,523 students following courses at the vocational and teacher training centres only 973 were women.

117. In service teacher training courses are given to around 1,000 teachers per year, where the proportion of women is often equal to that of men.

UNICEF/UNESCO

118. The importance of education for women and girls has been emphasized not only in UNESCO's regular programme but in programmes of co-operation with other organizations of the United Nations system. A notable example is the UNESCO/UNICEF co-operative programme.

119. The Executive Boards of the two organizations approved in 1972 the Joint Recommendations of the Director-General of UNESCO and the Executive Director of UNICEF on UNICEF Assistance to Education.

120. The Joint Recommendations place the emphasis on UNICEF's aid being directed to assist countries to improve the situation of children deprived of a basic practicable level of educational services and opportunities, particularly those in rural areas, urban slums and shanty towns and in the least developed countries. In this regard the education of women and girls is considered of particular importance partly because help to mothers is one of the best ways to help young children, and partly because more equal educational opportunities for girls and women will facilitate their increasing occupational role in national development.

121. In assisting the governments in the preparation of UNICEF assisted projects, UNESCO field personnel have increasingly given attention to include women's education within the projects of integrated services for children. A brief paper on the modalities for UNICEF assistance to the equality of educational opportunities for girls and women was submitted to the Inter-Agency UNESCO/UNICEF meeting in March 1973. This paper will be incorporated in the UNESCO/UNICEF Field Guide and sent to the Regional Offices of UNESCO and to UNESCO field experts (see annex III).

122. During the period of this report UNICEF assisted the following projects for the education of women:

Equipment for the experimental projects in Central African Republic, Iran, ENECOFAS, 1/ Mauritania, Upper Volta, People's Democratic Republic of Yemen, Yemen Arab Republic.

Training courses in the form of fees for teachers and stipends for trainees, Nepal, Yemen Arab Republic.

Fellowships in Yemen Arab Republic.

Hostels - rent for a hostel for girl students in Nepal.

Funds-in-Trust

123. UNESCO continues to co-operate, financially and technically, in various projects financed by Funds-in-Trust and which are open to girls and women without discrimination.

1/ L'Ecole National d'Enseignement commercial et familial/social.

124. UNESCO/SIDA[1]/FAO financed a programme on Agricultural Credit and Related Co-operatives in Afghanistan which has an important functional literacy component. This project begun in 1970 is scheduled until 1978. A consultant on women's education will be recruited for the project.

125. Two UNESCO/SIDA projects at the Institute of Industrial Electronics and Institute of Refrigeration and Production Engineering in Cuba aim at training middle-level technicains. The two Institutes are open to both girls and boys with no discrimination whatsoever.

126. In Tunisia - SIDA financed the building of three secondary boarding schools in Sfax, Béja and Nabeul. These schools have been completed and are open to both girls and boys equally.

127. In Upper Volta a national seminar and two training courses were financed by NORAD 2/ on the role of radio-television in the economic, social and cultural development of the country. A number of women attended the seminar.

128. In Zambia a functional literacy experimental programme for women and men was financed by the Danish and Norwegian Students' Association.

VII. COLLABORATION WITH NON-GOVERNMENTAL ORGANIZATIONS

129. The collaboration and close relations between UNESCO and non-governmental organizations is very valuable, as it supplements the activities of UNESCO whose modest technical and financial resources do not allow for its impact in various fields for the promotion of women.

130. The programme for equality of educational opportunity for girls and women will tend to rely more in future on NGO activities for the advancement of women, as this will allow UNESCO to reach a much greater public and to spread this action on a much wider scale.

131. The considerable and diverse experience which NGOs have developed in their particular fields, their various approaches to the elimination of obstacles standing in the way of equal educational opportunity for girls and women contribute to the solution of problems in various areas. Their fight for the elimination of discrimination against women takes the form of periodicals, bulletins, radio and television programmes, conferences, meetings, seminars, follow-up of recommendations and resolutions passed for the equal rights of women by United Nations organizations. Conferences of ministers, national and international bodies are followed and given large publicity.

132. For the period of this report - 1972/1973- NGOs (women and mixed) have actively contributed to different activities undertaken by UNESCO for the promotion of women.

1/ Swedish International Development Authority.

2/ Norwegian Agency for Development.

133. Participation of NGOs in surveys, studies and investigations carried out by UNESCO in the past have consisted of important contributions in the fields of out-of-school education (1960), rural areas (1964), literacy (1965 and 1969), higher education (1967), co-education (1968).

134. In 1971/1972 NGOs contributed to the report on "Equality of access of girls and women to education in the context of rural development", which is submitted to this twenty-fourth session of the Commission.

135. In 1973 NGOs are participating in the "investigation on the relationship between educational opportunities and employment opportunities offered to women" in five countries at the request of the UNESCO National Commissions in these countries.

136. In the experimental project in Upper Volta certain national branches of NGOs have organized seminars on literacy, adult education, civics, community development and integration of women in the professions. They also organized training courses in three pilot zones. They are the following:

All African Women's Conference

The Associated Country Women of the World

International Council of Women

World Movement of Mothers

World Union of Catholic Women's Organizations

World Confederation of Organizations of the Teaching Profession

137. Within the framework of the Chilean experimental project some NGOs have undertaken to inform the public on scientific and technical careers open to women and on working conditions. This information is aimed at attracting girls to scientific and technical careers. The NGOs concerned are:

International Alliance of Women

International Federation of Business and Professional Women

International Federation of University Women

World Federation of Trade Unions

World Confederation of Labour

138. During 1971/1972 invitations were sent to 44 NGOs, including 16 women's organizations, offering technical and financial assistance for activities promoting women's education. Seventeen organizations replied expressing interest in collaborating with UNESCO, 10 of them women's organizations. Eight of these organizations received assistance in 1972 (five being women's organizations):

All African Women's Conference: Seminar on "the role of Women in the liberation of Africa", Dar-es-Salaam, Tanzania, 24-31 July 1972.

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Associated Country Women of the World: Seminar on "the role of South American Women as citizens in a developing world", Recife, Brazil, 11-19 September 1972.

International Council of Women: Project "to meet the social and economic needs of Turkish women by providing work-oriented literacy day and evening classes and by developing suitable instructional materials", 1972-1974 Turkey.

World Association of Girl Guides and Girl Scouts: Project aiming at promoting the status of women through literacy, basic education, hygiene, nutrition programmes, 1972-1976, Dahomey.

World Confederation of Labour: Seminar on "training and initiation in the economic and social problems of women workers, study of active means and methods for the training of Women", Overijse, 29 May-3 June 1972, Belgium.

World Confederation of Organizations of the Teaching Profession: Inter-African Study training on "the role and responsibility of African teachers in the implementation of the UNESCO/ILO recommendation concerning the status of teachers", 29 March-6 April 1972, Ouagadougou, Upper Volta.

World Federation of Trade Unions: Third International Trade Conference on Women Workers' Problems, 25-28 April 1972, Prague, Czechoslovakia.

World Union of Catholic Women's Organizations: Programme for the equipment of pilot centres for the training of women, December 1971-December 1972, La Paz, Bolivia, and Lima, Peru.

139. During the period 1972/1973 UNESCO was represented at the following meetings organized by NGOs for the advancement of education for women:

International Council of Women: Regional Conference on "human resources for development", 5-11 November 1972, Lima, Peru.

Soroptimist International Association: Biennial Convention, United Nations Headquarters, July 1972 New York, USA.

140. In December 1972 the same invitation was sent to 48 NGOs of which 16 were women's organizations. Thirteen organizations, seven of which were women's, replied requesting assistance for training courses, seminars, studies and other activities aiming at the promotion of women.

141. The areas in which UNESCO applies assistance are studies and investigations, training courses, apprenticeship, seminars and meetings aiming at improving the status of women.

142. UNESCO was represented at meetings and training courses organized by NGOs for the advancement of women wherever possible.

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VIII. CONFERENCES

UNESCO General Conference - seventeenth session

143. UNESCO's General Conference, seventeenth session, was held from 17 October to 20 November 1972. The programme for the equality of educational opportunity for girls and women was discussed, delegates from 36 member States taking part. Statements were also made by the representative of the ILO and the representatives of the World Federation of Trade Unions, the Women's International Democratic Federation and the Soroptimist International Association. The number of women delegates was 122 out of a total of 1,227, seven of whom were heads of delegations. However, this 10 per cent made its influence felt, particularly during the discussion on ensuring equal educational opportunity for women.

144. Delegates taking part in the debate expressed their satisfaction with the reorientation of the programme for women proposed for 1973/1974, but many considered that the budgetary provisions for the implementation of this programme were too limited and that UNESCO should increase its assistance to member States in this field.

145. A number of delegates supported the effective participation and real integration of women in the economic, social and cultural development of society. One vital factor that would ensure such participation would be the provision of real opportunities for access of women to all types and levels of education and the guarantee of subsequent employment, without any restriction. In this connexion many delegates attached particular importance to the new trend in the study programme planned for 1973/1974, the aim of which was to investigate the relationship between the educational and training opportunities and employment opportunities open to women, and to evaluate these in terms of the economic and social development of a number of selected countries. The need for close co-operation between UNESCO and the ILO was stressed, the participation of UNESCO National Commissions was welcomed, and the hope expressed that the studies would result in practical action.

146. The women delegates spoke with great frankness of problems and obstacles facing women in their countries, for example the preservation of traditional restrictions on women, and the fact that equality in education had not led to equality in employment.

147. Delegates felt that the implementation of a programme for "equality of access of girls and women to education" did not necessarily mean that real opportunities for access to education were open to women. It was recommended that the programme should aim at granting girls and women "equality of educational opportunity" and that a change to this effect be made in the title of the programme. The resolution adopted by the Conference was not only for equality of access to education but for equality of opportunity, education and employment.

148. By resolution 1.142 (c) the General Conference authorized the Director-General to further the effective and universal recognition of the right to education and promote equality of educational opportunity and treatment,

"(c) by promoting new approaches to the achievement of equal access of girls and women to an equal opportunity at all levels of education, training and employment, in all phases of life, and taking due account of their role in family and society, in order to enable them to participate fully and creatively in the economic and social development of their countries, and by assisting Member States and non-governmental organizations in their activities in this field."

International Conference on Education, thirty-third session, International Bureau of Education, Geneva

149. Convened by the Director-General of UNESCO and organized by the International Bureau of Education, this conference took place in Geneva from 15-23 September 1971. Out of 282 delegates 29 were women of which nine were heads of delegations. The main trends in education and the important educational changes in member States since the previous International Conference on Education in 1970 were reviewed. The main theme of the agenda was "the social background of students and their chance of success at school".

150. The equality of educational opportunity for girls and women was expressed by the following recommendations: 1/

(i) Within the framework of educational planning, which should be conceived as an organic part of over-all national planning, provision should be made for measures to promote equality of opportunity and to ensure access to all types and levels of schools, equally for boys and girls;

(ii) Secondary education, general and vocational, full or part-time, should be open to every pupil, according to his age, ability and aptitudes, and the manpower needs of the country; therefore it should be flexible and diversified, so as to introduce a number of pupils who do not receive training and to facilitate the access of girls to technical studies at the secondary and higher levels;

(iii) International bodies, particularly UNESCO, should be invited to accord greater attention to the problems resulting from the effect of the social background on schooling by continuing their normative action in favour of educational opportunity, with special reference to girls' education.

1/ Final Report - International Conference on Education, Thirty-third Session, part III: Recommendations.

Inter-Regional Meeting of Experts on the integration of women into development

151. UNESCO was represented at this meeting which was organized by the Social Development Division of the United Nations in co-operation with the Section on the Status of Women, Human Rights Division at United Nations Headquarters, from 19-26 June 1972. It was a follow-up to the recommendation of the International Development Strategy for the Second United Nations Development Decade, and the General Assembly resolution 2516 (XXV) which called for a programme of concerted international action for the advancement of women.

152. The meeting discussed the integration of women in development at the national and international level, stressing that Governments should make use of technical co-operation projects to promote the training of women. It was stated that the United Nations system should conduct with interested Governments assessments aiming at a realistic appraisal of obstacles to the integration of women into the economies of their countries, and organize meetings in fields related to the employment of women.

Third International Conference on Adult Education, Tokyo

153. This Conference was organized by UNESCO in Tokyo from 23 July-7 August 1972. Fourteen of the 311 delegates were women. The Conference acknowledged that in all less favoured groups - isolated communities, migrant workers etc. - women were the most under-privileged. It recommended that urgent measures be taken so that the most under-privileged groups, including working women, could take part in educational activities. (See paragraphs 87-89.)

IX. CONCLUSIONS

154. UNESCO's projects concerning women mentioned in this report do not by any means give a complete picture of all the activities undertaken by UNESCO during the period under consideration. It is merely a selection of areas considered to be of particular importance to the implementation of this programme, it cannot be expected that this report enumerate all or most of UNESCO's programme, for in principle every UNESCO activity concerns both men and women.

155. The programme for the equality of educational opportunity for girls and women is, in 1973, at a turning point: it has been proposed for a study in depth by a special committee of UNESCO's Executive Board. In 1975 it will be evaluated by a committee of experts. There is no doubt that the evaluation will take cognizance of the wishes of member States as expressed in the General Conference in 1972 (paragraphs 143-148) and the trends in the programme which met with its approval.

156. One of these trends is an integrated approach to the advancement of women within the United Nations system with a view to solving obstacles against equality of opportunity according to the competence of the various agencies: educational, social, economic, legal and cultural.

157. Such an approach must become the rule and not the exception. As shown in this report satisfactory co-operation exists between UNESCO/UNICEF, UNESCO/UNRWA, UNESCO/ILO. However, an increase in this trend must be developed to the point where several agencies would collaborate in joint projects for the advancement of women.

158. Another important trend is an increased involvement of member States (through the UNESCO National Commissions) in UNESCO's activities for the advancement of women. This decentralization helps member States to conduct research and operational projects through local bodies instead of using international experts. Besides stimulating and encouraging local expertise in ministries, universities, institutes, NGOs and other official and private organizations, it helps to develop national strategies and policies on the subject.

159. In the immediate future, a defined and integrated approach to the equality of educational opportunity for girls and women must be made within the UNESCO secretariat in order to avoid duplication and scattered activity. Means for effectively involving and sensitizing all sectors in this field must be found.

160. As shown in this report the programme is fulfilling some of its objectives at various levels:

- acting as a catalyst, a stimulator of activities for the promotion of women and as a liaison and centre of exchange for the various official and non-governmental bodies interested in the advancement of women;

- stimulating research activities on the question;

- assisting operational projects in projects in priority fields and areas where women are most discriminated against.

161. However, the long-term objective of the programme must not be forgotten -- and that is the equality of educational opportunity at all levels. Towards this end, identification of obstacles impeding this equality are foreseen on a global basis in the near future.

162. The concentration of the programme on priority areas in women's education in developing countries, does not exclude its future involvement with obstacles against equality of educational opportunity in industrialized societies.

163. It is expected that 1975 as International Women's Year will help to focus world attention on the promotion of women and thus help this programme in opening areas of education, training and employment for women which until now have been regarded as typically masculine.

164. There is no doubt that the movement for the promotion of women is gathering strength and momentum in member States. It is therefore, only logical to expect UNESCO's programme in this field not only to keep pace, but to be in advance in certain areas.

ANNEX I

List of documents and publications relevant to the advancement of women published by UNESCO in 1972-1973

EDUCATION

Reference - Directories

Study Abroad, International Scholarships and Courses, vol. XIX, 1972-1973, 1973-1974 (Trilingual: English/French/Spanish) 1972, 644 p.

Vacation Study Abroad, vol. XX, Vacation Courses and Scholarships (Trilingual: English/French/Spanish) 1971, 109 p.

UNESCO Statistical Year Book 1971 (Bilingual: English/French), 806 p.

World Survey of Education, vol. 5: Educational Policy, Legislation and Administration, 1971, 1,418 p.

International Guide to Educational Documentation, Second Edition 1960-1965, 1971, 575 p. (Trilingual: English/French/Spanish)

Teachers' Associations, 1971, 120 p. + 51 p. Annex (Trilingual: English/French/Spanish)

Publications

Learning To Be, 1972, xxxix + 313 p. figs. tables. Co-edition UNESCO/Harrap*

Wastage in Education: A World Problem, 1971, 155 p. by M. A. Brimer and L. Pauli (Study prepared for IDM)*

The School and Continuing Education, 1972, 256 p. (Four Studies)*

Rights and Responsibilities of Youth, 1972, 72 p.*
(Studies and documents in education)

Literacy for Working: Functional Literacy in Rural Tanzania, 1971, 39 p. by Margo Viscusi (Educational studies and documents, new series 5)*

Practical Guide to Functional Literacy. Method of Training for Development, 1972, 170 p. (French version expected)

La Formation du Personnel de l'Alphabétisation fonctionelle - guide practique, UNESCO, 1973, 110 p. (English version expected)

* Available in French.

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Youth and Literacy by Arthur Gillette, UNESCO/UNCESI, 1972, 82 p. (French version expected)

Educational Planning and unemployed youth by Archibald Callaway, 1971, 47 p.*

Planning for a Plural Society by Chai Hon-Chan, 1971, 67 p.*

Museums, Imagination and Education, 1972, 176 p.* (Museums and Monuments series, XV)

World Problems in the Classroom by Herbert J. Abraham, 1972, 208 p.* (A teachers guide to some United Nations tasks)

Population growth and costs of Education in Developing Countries by Ta Ngoc Chau, 1972, 313 p.*

Manpower Aspects of Educational Planning - Problems for the Future 1968/1971, 264 p.*

The Politics of Educational Planning in Developing Countries by C. D. Rowley, 1971, 59 p.*

Agricultural Education in Asia - A Regional Survey, 1971, 226 p.*

Education in the Arab Region viewed from the 1970 Marrakesh Conference by Mohammed A. El-Ghannam, 1971, 57 p.*

Perspectives de l'éducation en Asie: expansion et transformation (Etudes et document d'éducation, nouvelle series, 7) UNESCO 1972, 65 p. (English version expected)

The Training of Adult Middle Level Personnel by Armin Gretler, 1972, 165 p.*

Teachers and Educational Policy, 1971, 37 p.* (Educational studies and documents, new series, 3)

Initiatives in Education: The World Situation in 1971-72.* UNESCO/IBE 1972, 120 p.

Possibilities and Limitations of Functional Literacy: the Pramian Experiment* (Studies and Documents on Education, new series 9) UNESCO, 1973

Functional Literacy in Mali: A Training for Development, UNESCO, 1973* (Studies and documents on education, new series 10)

Documents

Final report of International Conference on Education, thirty-third session, Geneva, 15-23 September 1971, UNESCO 1971, 59 p.*

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* Available in French.

Final report of Third World Conference on Adult Education, Tokyo 25 July-7 August 1972, UNESCO 1972, 100 p.*

Adult Education in the Context of Lifelong Education* (UNESCO/CONFEDAD 5, working document for the Third World Conference on Adult Education), UNESCO 1972, 34 p.

A Retrospective International Survey of Adult Education* (UNESCO/CONFEDAD 4, working document for the Third World Conference on Adult Education), UNESCO 1972, 135 p.

Etude sur l'égalité d'accès des jeunes filles et des femmes à l'éducation dans le cadre du développement rural, UNESCO 1972, 85 p. (English version expected)

Bibliographie préliminaire sur l'éducation permanente, UNESCO 1972, 39 p.

L'éducation permanente (analyse de documents récents) UNESCO 1972, 69 p. (English version expected)

Final Report of the International Advisory Committee for Out-of-School Education, third session, UNESCO 1972, 7 p.*

New Trends in Adult Education: Concepts and Recent Empirical Achievements by Henri Janne and M. L. Roggemans, UNESCO 1971, 30 p.* (UNESCO, International Commission on the Development of Education, Series C, 7)

Literacy 1969-1971: Progress Achieved in Literacy Throughout the World, UNESCO 1972, 128 p.*

MASS MEDIA

The Mass Media in a Violent World by Mary Burnet, 1971, 44 p.* (Reports and papers on mass communication, 63)

The Practice of Mass Media: Some Lessons from Research, by Y. V. Lakshmana Rao, 1972, 57 p. (Reports and papers on mass communication, 65)

Radio Programme Production: A Manual for Training, by Richard Aspinall, 1971, 151 p.*

Broadcasting for Adult Education: A Guidebook to World-Wide Experience, by Ignacy Waniewicz, 1972, 132 p.*

A Guide to Satellite Communication, 1972, 35 p.* (Reports and papers on mass communication, 66)

Radio and Television in Literacy: A Survey of the Broadcasting Media in Combating Illiteracy Among Adults, by John Maddison, 1971, 82 p.*

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* Available in French.

SOCIAL AND HUMAN SCIENCES

Approaches to the Science of Socio-Economic Development, edited by Peter Lengyel, 1971, 383 p.*

It is Time to Begin: The Human Role in Development: Some Further Reflections for the Seventies, by Malcolm S. Adiseshiah, 1972, 182 p.*

In the Minds of Men, UNESCO 1946-1971, 1972, 319 p.*

Cultural Development: Experience and Policies, by Augustin Girard,* 1972, 145 p.

Apartheid - Its Effects on Education, Science, Culture and Information*

PERIODICALS AND ARTICLES

Educational Documentation and Information - Bulletin of the IBE, Quarterly*

International Social Science Journal - Quarterly*

Prospects - Quarterly review of education*

The UNESCO Courier - Monthly*

Literacy a Newsletter - Quarterly*

UNESCO Chronicle - Monthly*
UNESCO and Women promotion, vol. XVIII, 1972, No. 2
UNESCO and promotion of African Women, vol. XVIII, 1972, No. 2

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* Available in French.

ANNEX II

List of women's international non-governmental organizations having relations with UNESCO in 1972-1973

Category B (Information and consultation relationship)

Associated Country Women of the World
International Alliance of Women
International Council of Social-Democratic Women
International Council of Women
International Federation of Business and Professional Women
International Federation of Home Economics
International Federation of University Women
Pan-Pacific and South-East Asia Women's Association
Soroptimist International Association
Women's International Democratic Federation
Women's International League for Peace and Freedom
World Association of Girl Guides and Girl Scouts
World Movement of Mothers
World Union of Catholic Women's Organizations
World Young Women's Christian Association

Category C (Mutual information relationship)

All African Women's Conference
Federation of Asian Women's Associations
International Association of Lyceum Clubs
International Council of Jewish Women
International Council of Nurses
International Federation of Women Lawyers
Liaison Committee of Women's International Organizations
Saint Joan's International Alliance
Zonta International

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ANNEX III

AN INVESTIGATION CONCERNING EDUCATION, TRAINING, AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

Guidelines for research

PREFACE

The following guidelines are intended to assist those responsible for the research effort in preparing country studies concerning education, training and employment opportunities for women.

The purpose of this series of investigations is to assist five countries in defining strategies and policies concerning women's education, training and employment and to increase employment opportunities available to them (rate, range and level) by facilitating their access to preliminary, technical and vocational education and training and to employment.

To achieve practical results, those responsible for the research should place particular emphasis on sections:

2.6 "Future trends and projections"

3. "Conclusions"

These sections direct attention to possible means of taking concrete action.

When possible, clear statistical data may usefully be included. In case no information is available on a topic, please so indicate and elaborate.

1. COMMON CHARACTERISTICS

It is expected that each country study will have the following characteristics:

(a) the same target group

(b) the same terminology 1/

(c) a basis for comparing different educational structures

1/ It is recommended that the researchers use, in so far as possible the terminology currently used by UNESCO and ILO. A glossary of these terms is attached to the guidelines. Where the terminology does not apply the necessary modifications in terms should be carefully stated and defined.

1.2 Target group

The target groups for the five studies will be (a) girls in the post primary group, 15-19 for secondary school education and 20-24 for higher (university) education, and (b) the whole female labour force.

1.3 Structure of education and training systems

Researchers are requested to compose an educational structure model which illustrates the educational structure prevailing in their country. This model should be formulated along the lines of that found on page 15 and should include those streams in the schools which combine training and employment. Please describe the major elements using the attached diagram as a model. The diagram should also include out-of-school education training streams.

2. AREAS OF RESEARCH

2.1 ESTABLISHING A GENERAL CONTEXT

2.1.1 Background information

In order to situate the problem of access of women to education and training facilities and employment, a brief section would be in order concerning:

(a) the status of women in your particular country including their legal status,

(b) the attitudes of society towards:

(i) the education of women

(ii) their employment outside the home

(iii) legal or customary barriers to employment of married women.

This description should include a discussion of men's attitudes towards women's education, training and employment, as well as the ways in which women view their proper roles in society.

2.2 TECHNICAL AND VOCATIONAL EDUCATION FACILITIES WITHIN THE EDUCATIONAL SYSTEM NOW AVAILABLE TO WOMEN

Under this heading, information would be required on the following:

2.2.1 Types and levels of facilities available to girls and women

Research should provide information on the following:

(a) do women have access to all types of technical and vocational education facilities? Are there separate institutions for girls and women and for boys? In which fields of education are such distinctions made?

(b) what kinds of employment oriented education do girls avail themselves of, and what kinds do they not? Please specify occupational groups or economic sectors and educational streams.

(c) are there fields where there are regulations limiting access of girls and women to technical or vocational education? If so, which?

(d) what are the entrance requirements and age of entry, duration of programmes and formal recognition for their completion (certificate, diploma etc.)?

(e) please provide the latest figures on the above points, and the figures of five years earlier. 1/

2.2.2 Educational and vocational guidance

This part of the paper should report on such topics as:

(a) systems of educational and vocational orientation and guidance in schools - how they function and in what ways, if any, they are directed to the particular needs of girls;

(b) influence of parents and teachers on the orientation and guidance process;

(c) please provide information on whether any research has been carried out in the country on determinants in the choice of education, including the relation of social class and sex to choice of educational streams. Please attach copies of reports on any such studies, or as a minimum provide full bibliographical references.

1/ If home economics for girls is included in statistical data on technical and vocational education, give specific figures, if possible on home economics.

2.2.3 Degree of achievement

This part of the paper should report on such topics as:

(a) the percentage of girls and women who complete programmes in intermediate and higher technical and vocational education compared to the number entering such programmes;

(b) the proportion of girls and women completing those programmes compared to that of men;

(c) drop-out reasons (e.g. failure to keep up with the work and meet the requirements, cultural factors - marriage, maternity and financial, etc).

2.2.4 Barriers

Under this heading information should be provided on the barriers which inhibit access of girls and women to intermediate and higher technical and vocational education.

2.3 CURRENT EDUCATION AND TRAINING FACILITIES OUTSIDE THE EDUCATIONAL SYSTEM

This part of the paper should report on such topics as:

2.3.1 Types of facilities available to girls and women

Information should be provided on the following:

(a) patterns of organization of programmes, types of responsible authority (governments, public or private enterprise, employers' organizations, trade unions and women's organizations etc.), whether these facilities are for women only or for both men and women; whether training is concurrent with employment or separately organized, whether it is a part of an apprenticeship programme or any other form of in-plant training- age of entrance, conditions of contract and obligation, if any, to participate in complementary instruction at a school;

(b) occupational groups for which such out-of-school training is offered;

(c) entrance requirements and age of entry, duration of programme and formal recognition for their completion;

(d) comparative length of training for boys and girls;

2.3.2 Recruitment patterns

Information under this heading should cover, if possible, the following points:

(a) what are the sources of recruitment for training programmes? For example, are trainees recruited directly from school and, if so, at what educational level? How do recruitment patterns differ between boys and girls?

(b) what out-of-school facilities exist for orienting and re-orienting girls and women towards occupations requiring training?

(c) what data is available on the motivations and other factors determining the choice of girls and women when seeking training and employment?

2.3.3 Degree of achievement

The investigation should cover:

(a) the percentage of girls and women who complete programmes in out-of-school training programmes in comparison with the numbers entering such programmes,

(b) comparison of the proportion of girls and women completing programmes with that of men completing similar programmes,

(c) the reasons for which programmes are not completed by girls and women and an analysis of the reasons for any difference in this respect between men and women.

2.3.4 Barriers

Under this heading an analysis should be made of the obstacles hindering access of girls and women to education and training facilities outside the school system.

2.4 EMPLOYMENT OPPORTUNITIES

This part of the paper should report on such topics as:

2.4.1 Occupational groups and sectors of economic activity

Under this heading an analysis should be made of those occupational groups and sectors of economic activity in which women now find employment.

information should be provided on:

(a) what groups of occupations employ a large proportion of women, and what occupational groups employ no women or very few (please provide from 15 20 examples on both sides)?

(b) has the female labour force participation rate increased or declined in the last 10 years?

(c) has the proportion of women increased in the last 10 years in particular occupational groups and sectors of economic activity?

(d) have occupational groups increased substantially in the last 10 years or decreased? In which occupational groups and sectors of economic activity has the total employment increased or decreased?

2.5 RELATIONSHIP BETWEEN EDUCATION AND TRAINING OPPORTUNITIES AND EMPLOYMENT OPPORTUNITIES

The object of this section is to sum up and draw conclusions as to the current situation of women's education, training and employment and to relate the findings concerning education and training to those concerning employment.

2.5.1 Cross classification

Cross classification should, if possible, be made between the length and type of education and/or training and the occupation held and the relative position of women and men.

This part of the paper should report on such topics as:

(a) are there occupations where women trained for them do not find openings?

(b) are there occupations in which the waiting time for finding employment is particularly long? Are there any observable differences between girls and boys or men and women in this respect?

(c) are there occupations in which women normally find work only at a lower level than that for which they were educated and trained? If so, please give examples.

(d) are there occupations in which there are other signs of underemployment such as -

(i) abnormally short working hours

(ii) abnormally low productivity and/or income

(iii) overqualification

(e) are there occupations in which a substantial number of women are employed who do not have the qualifications normally required for the occupation?

(f) are there occupations in which women could find employment and in which at present there is a shortage of qualified applicants? If yes, give examples.

(g) are there occupations in which girls seek training and where there is already or is likely to be substantial unemployment?

2.5.2 Conclusions

General conclusions should be drawn concerning the present relationship between the educational opportunities available to women, the employment opportunities open to them and the practical means by which access to these activities is facilitated.

2.6 FUTURE TRENDS AND PROJECTIONS

This part of the paper should provide information on the situation for the next 5-10 years and whether the information allows such projections.

(a) data on employment projections for girls and women,

(b) data on the expansion of the educational system and structural change,

(c) data on which occupations and fields of activity offer better prospects than others,

(d) assessment of the future situations based on the data provided in previous chapters.

2.6.1 Education and training

Here an analysis should be made of the expected expansion of education and training facilities and for which occupational fields they are foreseen, as well as the planned means for achieving these goals.

This analysis should include consideration of the following categories:

(i) types and levels of education and training

(ii) recruitment patterns

(iii) changes in degree of achievement

(iv) barriers to girls and women's access to education and training

2.6.2 Employment

Under this heading the investigation should suggest the possibilities of greater access of women to occupations in which they are either traditionally unaccepted or are at present in small numbers, or have found difficult to enter. Also the projected access of women who have received post primary education and training to new fields of employment likely to be open in the future should be considered. From this research estimates should me made as to:

(a) existing fields of employment in which more women might be recruited and trained;

(b) new or expanding fields of employment into which women might be drawn;

(c) barriers to girls' and women's access to employment which might be removed.

2.6.3 General policy

The discussion of General Policy trends concerning the education, training and employment of women should cover:

(a) measures and policies which might facilitate the education and training of women for middle and higher level occupations and activities; ways in which women might be encouraged to choose education and training for employment in new and promising fields;

(b) strategies for implementing such policies including short term (5 years) and medium term (10 Years) considerations.

3. CONCLUSIONS

On the basis of the results of the research certain general conclusions should be be drawn as to:

(a) the present relation between women's education and training and the employment opportunities becoming available to them;

(b) the projected and desirable relation.

These conclusions should be placed in the context of over-all development policies.

Conclusions should also be made concerning the obstacles - financial, social, economic, etc. - encountered in the past and those likely to be encountered in the future. These conclusions should be carried further to include an analysis of the possible means (appropriate to the particular country) of overcoming these obstacles.

Those sectors of education and training and employment in which immediate action might be taken with positive results should be highlighted, as well as those in which more research or longer range planning would be needed.

GLOSSARY

OF TERMS RELATING TO EDUCATION IN GENERAL, TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, GUIDANCE AND EMPLOYMENT

This glossary is intended to aid those engaged in the research for and the preparation of country studies on education, training and employment opportunities for women. The terms and their definitions are those currently in use in ILO and UNESCO. Those terms preceded by an asterisk (*) have been published in the CIRF Glossary of terms relating to education, employment, vocational orientation and guidance and vocational training (ILO, 1970).

I. TERMS RELATING TO EDUCATION IN GENERAL

1. Secondary education (second educational level)

The period of formal education for young people beginning in early adolescence at the time when educational streaming commences and ending in its later stages when students leave school or enter university or other higher institutions. Depending on when primary education is considered at an end in a given country, the period required for a complete secondary education is usually 4 to 8 years in length. Normally a complete secondary education includes two cycles: the first for the 10-14 age group, the second for the 14-18 age group.

2. Higher or tertiary education (third educational level)

The education at post-secondary or tertiary level given in educational institutions whose programmes are open to those having successfully completed secondary education or having reached an equivalent level. This education is usually very specialized in nature. the various programmes are directed to particular disciplines and related areas. Institutions or public authorities sanction these studies at the successful completion of various levels by awards of university status or its equivalent which usually takes the form of diplomas, degrees or certificates.

3. Continuing of further education

Education organized formally and informally which allows an individual to up-date his knowledge in a particular field or to improve his professional qualifications.

II. TERMS RELATING TO TECHNICAL AND VOCATIONAL EDUCATION

4. Vocational education

Education designed to prepare skilled workers for industry, agriculture, commerce, etc., which is usually provided on the upper secondary level. Programmes

of vocational education include general studies, practical training for the development of skills required by the chosen occupation and related theory. The proportions of these may vary considerably but the emphasis is usually on practical training. These programmes may be full-time in schools or other educational institutions or part-time as supplementary education for apprentices or others receiving their practical training in employment.

5. Technical education

Education designed to prepare technicians for industry, agriculture, commerce, home economics, medicine, etc., which is usually provided at the upper secondary or lower tertiary level. The curricula of technical education include general education, general technical theory, training in special technical procedure and skills, and related theory. These components may vary considerably depending on the type of technician to be trained and the level at which these programmes are offered.

III. TERMS RELATING TO GUIDANCE

6. Educational Guidance

The guidance given to young people by qualified staff concerning their education as a whole and the programmes of study which would be most suited to their talents and interests taking into account any future career plans they may have.

7. General occupational or vocational orientation

The guidance given to young people approaching school leaving age to give them a general understanding of the employment market and its job and career opportunities and to aid them in choosing a career or occupation based on the person's talents, interests and educational background.

8. Vocational guidance

The process of assessing a person's physical and mental abilities and aptitudes and his personal preferences and confronting them with the requirements of a range of occupations with a view to determining the line of further education, training or employment for which he might be particularly suited. The term "counselling" is often used when speaking of vocational guidance for adults.

IV. TERMS RELATING TO EMPLOYMENT

9. Employment

Remunerative work, either for an employer or in self-employment.

10. Occupation

Any distinct type of manual or non-manual work which can provide a means of livelihood.

11. Trade of craft

Any industrial, craft or artisan occupation which is officially or traditionally recognized as requiring special qualifications which can be acquired only by several years of practical and theoretical instruction and of experience.

12. Worker

This term is used in two senses:

1. It applies to any person who is employed in manual or non-manual work. It thus includes persons working at all levels and in all sectors of economic activity such as salaried employees.

2. The term may also be used in a more restrictive sense to mean a person who does not exercise supervisory functions in his employment.

12.1 Unskilled workers

A person who requires only a minimum (usually a few hours or a few days) of instruction on the job in order to perform his duties.

12.2 Specialized (or semi-skilled) worker

A person who has been trained to perform a limited number of skilled functions or operations but who has not the all-round technical skills and knowledge required for a recognized trade or other occupation.

12.3 Skilled worker

A person who has acquired the full qualifications required for performance of a recognized trade or other occupation. In some countries and in some occupations the term "journeyman" (usually in the artisan trades sector), "craftsman" and "tradesman" are used synonymously.

13. Technician

A person who occupies a position between that of the qualified scientist, engineer or technologist on the one hand, and the skilled worker or craftsman

on the other. His education and training are likely to have taken him at least up to the end of secondary education in a general or technical stream; he may have had post-secondary level training and hold a corresponding degree or diploma. His functions are likely to include one or more of those listed below. These examples are based on practice in industry but parallels may be drawn in other sectors of economic activity.

> Detailed design and development, or the manufacture, erection or commissioning of equipment and structures, drawing, inspecting and testing equipment, use of complex measuring instruments; trouble-shooting and process control; customer service, work study; costing and estimating; assistance to qualified scientists (collection and evaluation of experimental observations, preparation of biological cultures or similar preparations in other fields, testing of product samples, chemical analysis, etc.).

"Junior" and "higher" technician levels may be distinguished, though a sharp line can rarely be drawn between them.

V. TERMS RELATING TO TRAINING

14. Vocational training

Activities which essentially aim at providing the skills and knowledge required for employment in a particular occupation (or in a group of related occupations) in any field of economic activity, including agriculture, industry, commerce, the hotel, catering and tourist industries, public and private services, etc.

15. Apprenticeship

A period of long-term training, substantially carried out within an undertaking and regulated by a verbal or written contract which imposes mutual obligations on two parties: the trainee and, normally, an employer who has assumed responsibility for giving the trainee initial training for a trade or other occupation.

An apprenticeship may vary in character from, on the one hand, an officially regulated system (with detailed standards laid down regarding the skills to be taught, the duration of the training and how it is to be organized, and the tests and examinations to be taken) to, on the other hand, something much more loosely regulated, depending purely or largely on customary practices in the occupation for which the training is being given.

16. Further training

Training subsequent to initial training - a global term which may cover any or all of the following forms of training:

Upgrading

Supplementary Training

Updating

Refresher Training

Specialist Training

Retraining

17. Training within an undertaking

Any vocational training that is provided on the premises of an undertaking, whether given on the job or in a training workshop, training office, training bay, etc. In the case of industries, the term in-plant training is often used.

18. On-the-job training

Training arranged at an ordinary workplace and using actual jobs of commercial value for instruction and practice purposes.

19. Practical training or workshop practice

Instruction and practice in the functions and tasks of an occupation including, where appropriate instruction and practice in the use of machines, tools and equipment and in occupational procedures and routines. In the case of practical training for industry, crafts or artisan trades the term "workshop practice" is often used synonymously.

DIAGRAM OF A FICTITIOUS NATIONAL SYSTEM OF SECONDARY EDUCATION AND TRAINING

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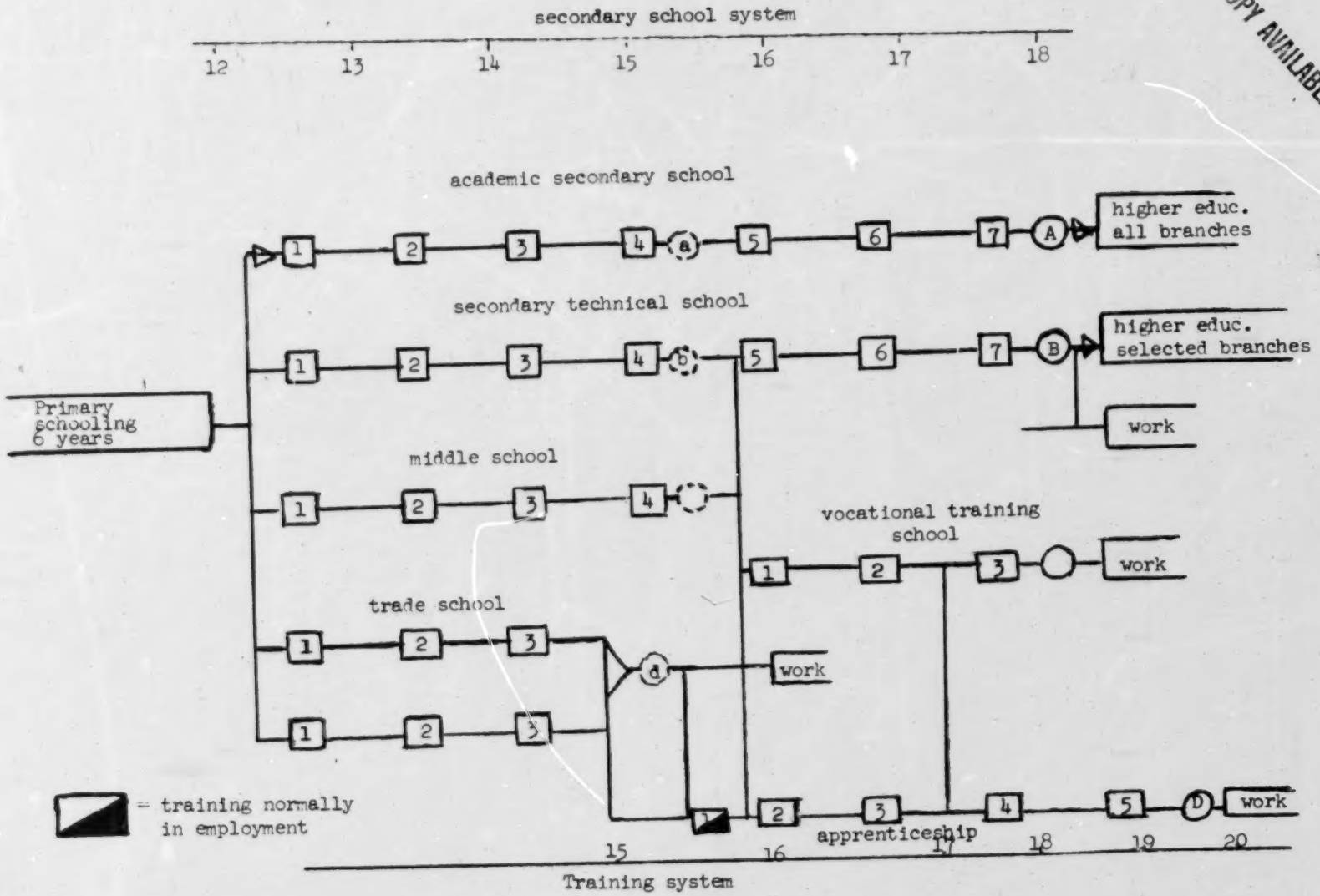

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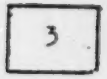
CODE TO DIAGRAM

Year full-time study



Year part-time study

Selective examinations

Intermediate certificate

Final certificate or diploma

NOTE: Please state (below the diagram or on a separate sheet) exact titles of certificates and diplomas awarded at different points: For example:

Lower secondary school certificate

General certificate of education

Trade certificate

Certificate of secondary education

Certificate of secondary technical education

Craftsman certificate

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ANNEX IV

1973 UNESCO/UNICEF Inter-Secretariat Meeting No. 3

UNICEF Assistance to Equal Educational Opportunities for Girls and Women*

I. Introduction

1. One of the many myths surrounding the education of girls and women is the assumption that the obstacles against equality of educational opportunity are essentially a question of time, and that as economic development occurs and modern attitudes prevail, girls will be able to secure equal educational opportunities. If we look at the latest statistics available to UNESCO we find that such a theory is without foundation.

2. The proportion of girls enrolled in primary education in Asia and the Arab States in an age when elementary education is compulsory by law in many countries and national policies advocate equal opportunities for girls and women, shows relatively marginal changes - the percentage of girls in the total enrolment at primary level in Asia in 1969 was 39 per cent compared to 36 per cent in 1950 and in the Arab States 34 per cent compared to 30 per cent. In Africa the increase was more substantial - 40 per cent as compared to 30 per cent.

3. At secondary level the situation is far worse - in Africa the percentage of girls was 34 per cent in 1969 compared to 35 per cent in 1950, a retrogression of 1 per cent, in Asia it remains stationary, 35 per cent in 1969 and 1950; in the Arab States 30% in 1969 compared to 24 per cent in 1950.

4. In higher education there is a definite retrogression in Africa where the total number of girls in 1969 was 25 per cent compared to 38 per cent in 1950. In Asia and the Arab States there is some improvement although the percentage remains dangerously low - 28 per cent in 1969 compared to 16 per cent in 1950 for Asia and 23 per cent in 1969 compared to 12 per cent in 1950 for the Arab States.

5. In Latin America although the percentages are good at the primary and secondary level - 49 per cent and 48 per cent - it remains low in higher education - only 34 per cent.

6. To some extent the relatively small percentage changes, which in fact cover large numbers of people, are due to the extension of education down from the more privileged groups where the status of women has always been higher, to the less privileged.

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II. Objectives

1. Given such a picture, both UNESCO and UNICEF must intensify and accelerate their efforts for the education of women, not only because it is one of the fundamental human rights, but also because of their importance as contributors to family life, as primary channels for reaching children, as having potential for raising the level of family and community life and as under-utilized resources for filling occupational roles necessary for the acceleration of national development. 1/

2. This dual or multiple role assumed by women has also the advantage of conferring benefits on the family, the child and the community. It is unfortunate that in many parts of the world the contribution of women to the development efforts of their country has been neglected and they have not benefited equally from the rewards of development.

3. However, participation of women and their integration in development can only proceed if they are given education which according to economists (e.g. Professor Schultz), is not only an investment in the next generation, but it also gives particularly high rates of economic and social returns in the present because of the influence of women in the home and community at large. 2/

4. Thus the acceleration of the process of development through the full and equal participation of women in education is a primary pre-condition for the advancement of, not only women, but the community itself. This results in improvements in the welfare of the total population and, more important, is their contribution to development by the bringing up of children to assume their responsibilities as future citizens. It also influences their general status and reflects positively on their role within the family and with their children. The additional benefits that children derive in homes where mothers have received at least primary education cannot be denied. 3/

1/ UNICEF Assistance to Education EDS/CO5C4/26.2.72. p.1; and Joint Recommendation of the Director-General of UNESCO and the Executive Director of UNICEF, p. 6.

2/ Schultz, T. W. "A guide to investors in education with special reference to developing countries", prepared for Bellagio Conference on Education May 1972, Education and Development Reconsidered, vol. II, pp. 89-93.

3/ United Nations Economic and Social Council; Commission for Social Development "Integration of Women in Development" E/CN.5/481.

United Nations Economic and Social Council - UNICEF - "Summary of the report on women and girls in national development" E/ICEF/6/16/Add.3 Annex.

III. Action

1. As a result of joint policy decisions by the UNICEF and UNESCO Executive Boards, UNICEF funds for education aid will be concentrated upon children in the primary age group in population groups most deprived of primary education and adolescents who have missed elementary schooling. Particular emphasis will be placed upon increasing the contribution made by the education of girls to family and child welfare. This contribution can be increased in four ways:

(a) Increased enrolment of girls

(i) UNESCO/UNICEF-assisted projects should provide, as far as possible, for the enrolment of girls in equal numbers to boys. UNESCO and UNICEF personnel in the field should collaborate to ensure this, and projects should not be approved by either agency if they do not meet this requirement.

(ii) The increased participation of girls in the general education process necessitates the establishment of joint projects in areas where the girls are most deprived of education, and are, therefore, at a greater disadvantage. On the basis of this criterion, the first step in preparation should be the diagnosis of factors preventing girls attending school for which consultations with parents (visits by social workers to homes to discuss with parents reasons for not sending girls to school) and local authorities could be sought. This identification of economic, cultural and social factors could be carried out by local institutions of education under contract with UNICEF or UNESCO.

(iii) In this context, it is important to note that UNESCO's long-term programme for the promotion of women seeks a global identification of factors influencing equal educational opportunities for girls and women (17 C/4, para. 1110).

(b) Training of women teachers

(i) The enrolment of girls cannot be increased without the training of adequate numbers of women teachers. During the past 12 years, UNESCO/UNDP have assisted mainly in establishing secondary teacher-training colleges but the proportion of women students, fellowship-holders and staff has not always been adequate. New teacher-training projects, whether for primary or secondary level teachers, should not be approved until there is provision for an adequate number of girls. For existing projects, this should be made a condition for extension.

(ii) The project for the equal access of girls and women to education in Nepal is a case in point, with the objective of increasing the enrolment of girls in primary schools through the training of women teachers.

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(c) Project support

(i) There is a series of material measures which could promote girls' education. UNICEF has given such support to equal educational opportunity projects in Upper Volta, Iran, Central African Republic, Yemen Arab Republic, the People's Democratic Republic of Yemen, Mauritania and Nepal. This assistance could be expanded to include school transport (school buses, bicycles) in areas where traditional attitudes are averse to girls going out in public, boarding schools for girls from remote rural areas where parents are reluctant to send girls away from home to study; school uniforms; school meals; improved sanitary facilities in school buildings.

(d) Curriculum development

(i) To ensure that assistance for curriculum development takes into account the lack of opportunities for girls, and to make it possible to bring them in on an equal level with boys, training courses and up-grading courses for girls could be held during the summer holidays. Assistance in the form of lecturers'. fees and stipends for girl students could be given. This type of assistance is already being given to two projects for women in Nepal and the Yemen Arab Republic, but could be increased and extended to other projects.

(ii) Special courses in hygiene, nutrition, childcare, family planning, first aid, local government, village development, kitchen gardening, sewing, and animal husbandry could be given to girls during vacations if these subjects are not already covered by present curricula.

(e) Fellowships

(i) To encourage girls to train as teachers in areas where no facilities exist, fellowships (preferably regional) could be given as an incentive. These could help break traditional attitudes against girls leaving home to study. One such fellowship (regional for six months) has been given by UNICEF under the project in the Yemen Arab Republic.

(f) Meetings and seminars on women's education

(i) Regional and international meetings held jointly by UNESCO and UNICEF concerning the education and promotion of women are of vital importance. The regional meeting held by UNICEF in co-operation with ASFEC and the League of Arab States on "Arab women in national development", Cairo, 24-30 September 1972, is an excellent example.

(ii) Such meetings could be held in the future on topics such as - "what facilities are provided by the State, the community and the employer for children of working mothers"; "married women working in full-time jobs";

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"part-time work for married women", "women working in traditional jobs or the so-called 'women's occupations'", "the extent to which woman's own view of herself, of the possibilities open to her and of her traditional role, is a limitation".

The above possibilities for co-operation between UNESCO and UNICEF for the education of women, are only some illustrations of how international support can make a valuable contribution to national efforts to give equal educational opportunities to girls and women.